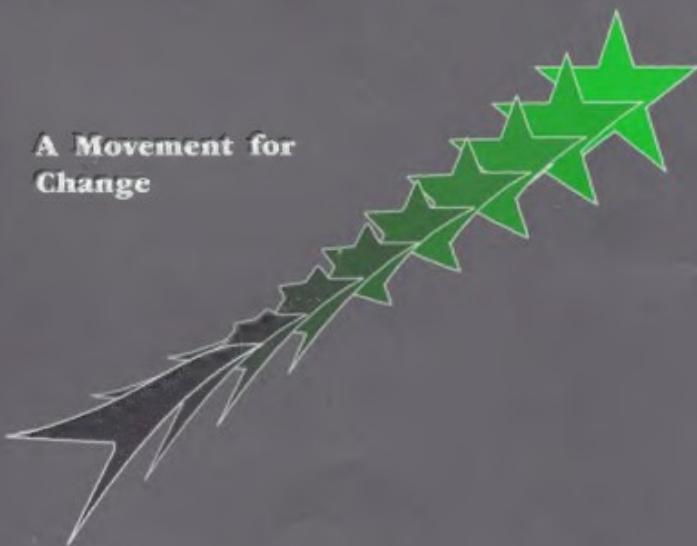
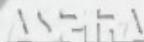


ASPIRA

1993 ANNUAL REPORT

A Movement for
Change





The ASPIRA Association, Inc. is the only national Latino organization that is dedicated to promoting youth leadership and education. Through its Associate ASPIRA organizations and national demonstration projects, it provides a host of leadership development and education programs for Puerto Rican and other Latino youth. ASPIRA takes its name from the Spanish verb *aspirar*, which means "to aspire to something greater." It is a forceful reminder to Latino youth that they can change their lives if they work hard and strive for a goal. These *Aspirantes*—those who aspire to a brighter future—are the hope of the Latino community.

The ASPIRA Association, Inc. is a not-for-profit Latino youth leadership development organization incorporated under Section 501(c)(3) of the Internal Revenue Code. It is a voluntary association of community-based, nonprofit organizations sharing the ASPIRA name, mission, and goals. State offices called ASPIRA Associates and Affiliates are separately incorporated in six states and Puerto Rico. They are:

- ASPIRA of Connecticut, Inc.;
- ASPIRA of Florida, Inc.;
- ASPIRA, Inc. of Illinois;
- ASPIRA, Inc. of New Jersey;
- ASPIRA, Inc. of New York, Inc.;
- ASPIRA, Inc. of Pennsylvania; and
- ASPIRA, Inc. de Puerto Rico.

The ASPIRA Association, Inc. has its national office in Washington, DC and is governed by a National Board of Directors.

This report covers the activities of the ASPIRA National Office for the Fiscal Year ending June 30, 1993, but to maintain continuity covers services offered during calendar year 1993. ■

EL PITIRRE

The *pitirre* is the symbol of ASPIRA. A small tropical bird found in Puerto Rico, the *pitirre* is known for its agility and rapid flight and for its ability to outsmart, tire, and defeat much larger birds.

ASPIRA believes that the *pitirre* is a fitting symbol for young Latinos. Aspirantes gain the confidence of the *pitirre* by acquiring knowledge and developing their leadership skills. They then can face and overcome seemingly overwhelming odds to become productive adults, returning to their communities the benefits of their skills and leadership abilities.

The symbol of the *pitirre* reinforces ASPIRA's belief that even the smallest and seemingly most powerless can take control of their lives and produce change. ■

ASPIRA®, An Investment in Latino Youth™, and the "Pitirre" logo ® are registered trademarks of the ASPIRA Association, Inc.

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Annual Report
for 1993 of
the ASPIRA Association, Inc. National Office

A MOVEMENT FOR CHANGE

This report is dedicated to two great supporters of ASPIRA youth who passed away in the past year. José Muñoz-Real, was an Aspirante and later ASPIRA volunteer for many years, was Chairperson of the National Board of Directors at the time of his death. Gregory Anrig, as President of the Educational Testing Service, was instrumental in the ASPIRA/ETS collaborative and also served as Chairperson of the ASPIRA Corporate Advisory Council. Both cared deeply for young people and they are sorely missed.

A MESSAGE FROM THE CHAIRPERSON OF THE NATIONAL BOARD OF DIRECTORS AND THE NATIONAL EXECUTIVE DIRECTOR OF THE ASPIRA ASSOCIATION, INC.

Change has been a major theme in our lives during the past year. The nation has experienced the inauguration of a new President and the national policy changes this entails. ASPIRA has participated in shaping these new policies, embodying in its mission much of the themes sounded of community responsibility, service, and investment in the future.

At the same time, ASPIRA has been going through changes of its own. There are new faces on this page—new leaders of the ASPIRA movement. The torch we carry, however, is the same one lit by the roomful of parents and community leaders who began ASPIRA a third of a century ago. It is the same one that was carried so ably throughout 1993 by Janice Petrovich, our former National Executive Director, that burned so brightly in the heart of José Matos-Real, our former National Chairperson whose death earlier this year touched us all.

As you read through this report you will see many success stories. We are justifiably proud of our programs that help young Latinos look optimistically to a bright future and prepare to become leaders in their communities; of our training and encouragement that enable newly-empowered parents to press to improve education for their children. Each of the 17,000 young people we work with each year are an example of what a commitment to our youth and our community, a faith in their enormous potential, and a strong will to bring about change, can really do.

Three successes were particularly meaningful for us in 1993:

- Across the Association, we saw 90% of our high school seniors continue their education after graduating. We know that among all Hispanic graduates, that figure is only 55%.
- We rejoiced with the ten participants in our parent leadership training program who had initially been hesitant even to speak out in the sessions. They went on to campaign for and win thirteen different seats on Chicago school councils.
- Of the original six Puerto Ricans named by the Clinton Administration

to senior-level positions in the federal government, we were delighted to learn that four were Aspirantes—alumni of our programs.

These are the kinds of successes that make us determined to continue carrying the torch to the tens of thousands of other Latino children who still live in poverty, who drop out of school and have nowhere to go, who face violence on their streets, and who have lost all hope. They are constant reminders to us all of how much remains to be done.

As one of the most prominent national Latino organizations, ASPIRA has the responsibility to increase its efforts in advocating for policies that remove barriers to the education and advancement of our youth. We must become an even stronger voice for the Latino community, ensuring that Latinos are represented and help shape the decisions that affect us. We must expand our collaborations with others and foster unity. We must increase our efforts to disseminate the successful educational and leadership development models we have developed over the years, so others can benefit from our experiences. And we must work closely with our local offices to further empower them to be effective voices in their communities and expand their services to our youth.

This is the future we envision as ASPIRA moves with our nation towards the new millennium. We are a strong organization with a proud tradition, built by thousands of people across the country committed to change and willing to struggle to ensure a better future. We are proud and grateful for the opportunity we have to serve our community and be part of that future.



*Julian Samora, Esq.
Chairperson of the
National Board of Directors*



*Ronald B. Rivera-Alvarez
National Executive Director*

DEFINING OUR PRIORITIES

"To ignore the barriers to educational opportunity only hampers our own future, as well as the future of Hispanic Americans as individuals... If we fail the youngest and fastest growing segment of our population, we'll all fail. Therefore, we must do everything in our power to allow every American child to reach his or her full potential."

President William J. Clinton

Remarks at signing of Executive Order on Educational Excellence for Hispanic Americans

ASPIRA has one overarching mission: to empower the Latino community through the education and leadership development of its youth. Since its founding in 1961, ASPIRA has looked at Latino youth and seen the great potential there; the leaders waiting to spring up and move their community forward. ASPIRA's staff work with youth to develop that potential—to nurture educated, committed leaders for the community's future benefit.

The ASPIRA model encourages and assists young people to achieve their dreams and contribute their skills and dedication to the fullest development of communities in the United States and Puerto Rico. The hope inherent in the ASPIRA mission addresses the educational needs of young people from a positive perspective of caring and confidence in their potential.

The work of the ASPIRA National Office focuses on strengthening the entire Association by enhancing program delivery and organizational impact. In 1993, the ASPIRA National Board of Directors approved a Five-Year Plan to enable the National Office to continue its work on behalf of the organization and the Puerto Rican/Latino

community ASPIRA serves. They reaffirmed three priority areas for the ASPIRA National Office:

ORGANIZATIONAL GROWTH

To maintain a level of national pre-eminence in Latino youth leadership development and educational excellence by strengthening programs, enhancing technical assistance to current ASPIRA offices, and serving larger numbers of those requesting ASPIRA's services.

FINANCIAL STRENGTH

To provide the financial stability and growth through leverage and diversification of resources.

EMPOWERMENT

To strengthen the national impact and visibility of ASPIRA as the premier Latino youth organization. ■

ASPIRA's
mission leads
directly
to an
organizational
focus on
investment in
young people.



Aspirantes from Florida prepare for a field trip to the Miami aquarium.

SERVING OUR COMMUNITY

"Role models are extremely important. There is an urgent need for Latino professionals to come forward and assume the responsibilities of being role models for kids today. Someone who's been there would be the ideal individual to tell these kids that they can make it in our present society. These individuals need to identify themselves to kids who are desperately seeking to look up to someone."

Jaime Santana, Esq.
Aspirante, Acting Chair, ASPIRA National Board

Working for community development—this has been ASPIRA's calling for over thirty years. Throughout 1993, ASPIRA staff members



*ASPIRA founder
Antonia Pantoja
(second from left)
meets with Aspirantes
from New York.*

and volunteers in Associate offices worked with thousands of parents to help Aspirantes finish high school, go to college, and become productive members of their community.

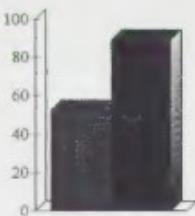
Together with a full-time staff of over 200, the ASPIRA Associate offices provided leadership development and educational services to approximately 17,000 Latino youth last year. In addition, their intensive community involvement programs reached parents in twelve cities. Volunteers are vital contributors to these local efforts—volunteers are the founders, board members, fundraisers, and often also provide direct service, making every scarce dollar count in the budget.

The ASPIRA National Office performs several distinct functions to increase educational and leadership development opportunities for Latino youth and enhance the work of the local Associate offices. In its role as one of the major national education organizations, it:

- advocates for national policies supportive to the development of Puerto Rican/Latino youth and families;
- conducts research and disseminates data and analyses through the ASPIRA Institute for Policy Research,

ASPIRANTES CONTINUE EDUCATION

Percentage
of 1993 high
school
graduates
continuing
their
education



Other Hispanics
ASPIRANTES

- broadens the national network of partnerships and collaboratives with the federal government and national organizations.
- develops educational intervention models that work in the Latino community, and
- disseminates ASPIRA's successes.

In support of the local ASPIRA Associates, it:

- promotes the Association's growth and organizational cohesiveness,
- obtains human and material resources to enhance the work of the Association,
- provides for ongoing training and technical assistance opportunities for ASPIRA staff and volunteers,
- plans for future growth, and
- provides technical assistance in program development.

In addition, the National Office coordinates several national programs developing out of local needs that are common to all ASPIRA Associate offices. Through all national programs, the National Office provides:

- yearly staff trainings,
- on-site technical assistance,
- materials development and dissemination; and

- internal and external program evaluation.

Each Associate office operates many local programs which grow out of the specific needs of each local community but have in common ASPIRA's commitment to leadership development and education. ■

YOUTH LEADERSHIP AND COMMUNITY SERVICE

"... if everybody in our country had a chance to get a really good high school diploma or GED and then get at least two years of education and training beyond that same way or another, and if all the while they were doing it, they were doing community service work, we'd have about half as many problems as we've got. Wouldn't we?"

*William J. Clinton
President of the United States*

ASPIRA's primary commitment has always been to the development of young leaders. The programs in this area build youth's skills in public leadership as well as their commitment to serve their community. In 1993, national programs and activities included:



*Attorney General
Janet Reno meets with
National Interns and
staff of the ASPIRA
Public Policy
Leadership Program*

ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM (APPLP)

"We have been overlooked overlong and we are overdue a place at the political table."

*Miriam Santos
Aspirante, Treasurer of the City of Chicago*

With core support through 1995 from the Ford Foundation, the ASPIRA Public Policy Leadership Program is a three-pronged, year-round effort to help prepare promising young Latinos to become involved in public policy.

The APPLP has three components:

- Leadership Seminars for fifteen weeks under the guidance of local leadership facilitators,
- Community Service Internships for eight weeks at local sites with a final Community Service Project; and
- National Internships for five weeks in Washington, DC during the summer for outstanding Community Service Interns.

Eighty-five students spent the spring of 1995 in their Community Service Internships.

ASPIRA Public Policy Leadership Program National Interns: 1995

Luis R. Peña,
ASPIRA of Florida
Angelica Linares,
ASPIRA of Florida
Isela Morales,
ASPIRA of Illinois
Tania Rodriguez,
ASPIRA of Illinois
Gabriela Peña,
ASPIRA of Illinois
Ariel Gómez,
ASPIRA of New Jersey
Andre Michael Egoz,
ASPIRA of New York
Lili Tobar,
ASPIRA of New York
Iris Santa, ASPIRA of
Pennsylvania
Jaime Rodriguez,
ASPIRA of
Pennsylvania
Yenifer Rosario Suarez,
ASPIRA of Puerto Rico
Karoly Migenis Monge,
ASPIRA of Puerto Rico
Jessica Santos Davila,
ASPIRA of Puerto Rico

ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM NATIONAL MENTORS: 1995

James Carr, Dean, The EPA Institute, Office of Human Resources Management

Maria Caprile, Staff Director, Subcommittee on Select Education and Civil Rights, U.S. House of Representatives

José Ortiz-Dalton, Senior Vice President, The Jefferson Group

The Honorable Luis Garfíñez, U.S. Representative from Illinois

The Honorable Robert Menéndez, U.S. Representative from New Jersey

The Honorable Frederico Pena, U.S. Secretary of Transportation

Lulu Rodriguez, Assistant to U.S. Attorney General Janet Reno

The Honorable Bevra Ros-Lehtinen, U.S. Representative from Florida

The Honorable Carlos Romero-Barceló, Resident Commissioner of the Commonwealth of Puerto Rico

John Summersford, Exhibition Assistant, The National Building Museum

Jane Thomas, Special Assistant to the Deputy Assistant Secretary, Student Financial Assistance Office, U.S. Department of Education

The Honorable Nydia Velázquez, U.S. Representative from New York

Paquita Viñé, Executive Director, Institute for Puerto Rican Affairs

Valerie Wheeler, Program Specialist,
ACTION/VISTA

Local Initiatives

Besides serving in individual internships, APPLP students' group activities included the following:

- Students in Florida met with Jeffrey Watson, Special Assistant to President Bill Clinton and Deputy Director for Intergovernmental Affairs at the White House.
- Students in Illinois organized a public policy forum with participants including U.S. Congressman Luis Gutierrez, City Treasurer Miriam Santos, State Senator Miguel Del Valle, and three Chicago Aldermen.
- New Jersey students organized a statewide Youth Congress focusing on how specific social issues they identified affected their communities and proposing solutions.
- New York students participated in the statewide "Somos El Futuro" Youth Conference. They wrote policy papers and participated in a mock state assembly and forums on education and the legal system.
- In addition to participating in several youth conferences, students in Pennsylvania visited City Hall and met with City Councilmember Angel Ortiz, Deputy Mayor Beri Ramos, and Judge Nitza Quarones.
- Students in Puerto Rico organized and managed a dropout prevention project with middle school parents, as well as recycling and AIDS education programs.

During the summer, twelve participants were selected to come to Washington for National Internships funded by the Toyota USA Foundation. Mentors for the intensive five-week work and study experience included the Secretary of Transportation, the Attorney General, and six members of Congress. The internships concluded in August with a graduation ceremony featuring U.S. Representative Luis V. Gutiérrez.

Ninety-four students spent the fall of 1993 in Leadership Seminars, each one hoping that next summer will find him or her working with a mentor in the nation's capital.

APPLP staff participated in the Hispanic Leadership Opportunities Program (HLOP) network linking the seven Latino organizations receiving leadership funds from The Ford Foundation. In addition to training sessions for staff, ASPIRA is one of the first HLOP sites chosen to initiate an electronic network. Through this participation, ASPIRA now has access to HandsNet and received staff training on the use of a network, as well as technical assistance in funding diversification from the National Society of Fund Raising Executives. ■

COMMUNITY SERVICE

"Service to others provides the threads holding together the fabric of our neighborhoods and of our nation. In an era when that fabric sometimes seems to be worn beyond recognition, service reaffirms both that our neighbors need us—and that we need our neighbors."

Eli J. Segal

*President and CEO
Corporation for National and
Community Service*

ASPIRA closely links its community service work to its development of young leaders. Each year, ASPIRA sees participants in its Public Policy Leadership Program use their new-found skills and confidence to take on leadership positions in ASPIRA and in the community. Surveys of APPLP alumni show that of respondents:

- 85% have some level of school or community involvement;
- 68% hold or have held office in the groups they were involved with
- five of the seven student representatives on the National Board

ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM COUNCIL OF ADVISORS, 1993

Raquel Gutiérrez
*Director,
Students Leaders
PartnershipProgram
National Conference of Christians
and Jews*

David Blackett
*Executive Director
Youth Policy Institute*

Dagmar Edith McGill
*National Executive Director
Big Brothers/Big Sisters of
America*

Marjorie Macias
*Program Associate
Center for Population Options*

Rafael Magallan
*Director of Washington Office
Hispanic Association of Colleges
and Universities*

Gloria Rodriguez
*President and Chief Executive
Officer
Marketing/Advertising Production
Associates, Inc.*

Juan Rosario
Independent Consultant

of Directors are Public Policy Leadership Program participants or alumni.

ASPIRA's commitment to service, though, goes well beyond the APPLP. Around the country, Aspirantes provided thousands of hours of volunteer service through local, student-run ASPIRA Clubs, the backbone of ASPIRA's work. Through these youth clubs, over 5,000 Aspirantes each year develop leadership and academic skills, learn to work together, study the needs of their communities and act to address those needs.

ASPIRA's Alumni Association will also harness the service potential of thousands of Aspirantes who were nurtured in the conviction of giving back to their community. ■

INTERNSHIPS

The Everett Public Service Internship Program again enabled ASPIRA to place five student interns in the National Office in the summer of 1993. ASPIRA also benefited from the contribution of a Congressional Hispanic Caucus Institute Fellow during the spring. The volunteers:

- tracked legislation and informed the community of key issues in education and health;
- worked on widely-distributed Issue Briefs on school finance equity and school-to-work transition initiatives;
- revised a school-community collaboratives resource manual and began translation of a parent involvement guide; and
- interviewed Aspirante policymakers. ■



Former National Executive Director Janice Petrovitch (far left) meets Puerto Rican federal appointees, including four ASPIRA alumni, at an ASPIRA co-sponsored reception.

ASPIRA ALUMNI ASSOCIATION

"Former Aspirantes are an untapped source of moral and financial support for our young people and the organization."

*Digna Sanchez
Aspirante, Chair of the ASPIRA of
New York Alumni Association*

An Association-wide alumni association has been a dream of the ASPIRA leadership for many years. During 1993, ASPIRA moved forward to make the dream a reality with the support of the AT&T Foundation.

In December of 1992, AT&T awarded a two-year grant to begin the initial implementation of the ASPIRA Alumni Association. Throughout 1993, plans proceeded to set the Association in motion first in ASPIRA of New York, the original ASPIRA site, and then expand the model to other states. ASPIRA and several AT&T volunteers held three targeted focus group sessions in New York in February with alumni to develop marketing plans, recruitment procedures, a tracking system, and membership opportunities. Ads for the Alumni Association were placed in major New York media for respondents to mail or call in their interest in joining. Work began on the development of an Association-wide alumni database. Late in the year, with the help of a consultant, ASPIRA of Puerto Rico began to lay the groundwork for expansion of the Alumni Association to the Island. ■

EDUCATIONAL ACCESS AND CAREERS

"In the new global economy, the only resource that is really rooted in a nation—the ultimate source of all its wealth—is its people. To compete and win, our workforce must be well educated, well trained, and highly skilled."

*Robert B. Reich
U.S. Secretary of Labor*

Programs in this area address the need to make youth aware of their career options and introduce them to mentors who guide them on their desired career path. In 1993, national programs and activities included:

ASPIRA NATIONAL HEALTH CAREERS PROGRAM

"The U.S. medical care delivery system rarely reflects the cultural or social concerns of the communities in which they are located. Few providers locate their practices in Hispanic/Latino communities. Poor communications between patients and providers create unique barriers to high-quality care. It is little wonder that many Hispanics/Latinos report having no regular source of medical care."

*Hilda Cuzpo
ASPIRA Director of Education and
Federal Affairs in testimony before the
Senate Special Committee on Aging*

The ASPIRA Health Careers Program was founded in 1970 to address the Hispanic community's need for medical and health care. The program works to:

- increase the number of Hispanic youth who graduate from medical and health professions schools and allied health programs, and
- encourage them to return to their communities and contribute their skills.

Since 1975, through the support of the U.S. Public Health Service, ASPIRA has assisted 995 of its participants to enter a health-related school or program. During 1992-93, 41 students in the ASPIRA Health Careers Program successfully applied to health professions schools and all of them enrolled.

During 1993, five ASPIRA offices in New York, New Jersey, Pennsylvania, Illinois, and Puerto Rico offered health careers activities and services to 830 minority high school seniors, college students, and graduate school students, 91% of whom



ASPIRA-MAS Academy participants experiment with plants

ASPIRA MATHEMATICS AND SCIENCE INITIATIVE

For our students to succeed in science, math, computers, science and mathematics must become basic to the country. It is as important for material success as it is for the health and welfare of society.

*Survived Education Goals Report, 1994
Creating a Nation of Learners*

It is clear to ASPIRA's leaders that Latin's students must have a firm grounding in the technical fields to succeed in today's world. Yet Latin's continue to be severely underrepresented in mathematics/science classes in school and therefore in careers in mathematics/science and engineering.

MAS Academy participant
conducting a science experiment



To respond to this need, ASPIRA developed a community-based program to increase the number of Latin students interested in mathematics and science career paths. The ASPIRA Mathematics and Sciences Academy (MAS) is the cornerstone of this task. MAS Academies will use local existing resources of the community to develop a safe, enriching and social support for our students. Partnerships are built with local business, professional, educational corporations. The whole family is encouraged to involve in school, the community, used activities, a career committee, and role models are tapped as role models and mentors. Students participate in hands-on skills development activities using ASPIRA's proven techniques of time loops, cascading training and culturally meaningful ceremonies. Students' interest in real life applications of math and science is sparked by field trips to collaborating institutions. Academies also include an intensive four-week summer enrichment component.

MAS Academies operating in ASPIRA of Illinois and ASPIRA of Connecticut served 300 middle school students in 1993, their first year. To help the Academies get started, the National Office developed a program manual, trained staff, and evaluated an evaluation process for the program. This year the program ASPIRA is developing a manual for community-based programs promoting mathematics and science education. The Office also brokered the formation of ten classroom scholarships to Mars City Academy developed by the Challenger Center for Space Science Education. Four ASPIRA students from offices in Connecticut and Pennsylvania received scholarships to attend a NASA Summer Space Camp in Maryland. Thanks to efforts by National Office staff, The MAS Academy in Bridgeport, Connecticut was funded by the Gil Foundation and the Academy in Chicago received funds from the Carnegie Corporation of New York.

ASPIRA also received a grant from the National Science Foundation to conduct a study in the impact of informal science education programs on Latin's middle school youth. This study will be completed in 1994.

ASPIRA works in several collaborative

and science careers. ASPIRA's Director of Education and Leadership in Civil, Commercial, Committee of the U.S. Commerce, and Hispanic Affairs.

The Computer Curriculum Corporation, ASPIRA partners with other non-profits, foundations and colleagues in the Quality Education for Minorities Math and Science Education Network, and it works with the Women's Bureau of the U.S. Department of Labor to develop strategies to increase young girls' and women's participation in math and science.

In recognition of its leadership role in this area, ASPIRA National Office staff were asked for the input on the mathematics and science indicators in the National Education Goals. In 1994, ASPIRA was also selected by NASA to send its banner into space on the occasion of the shuttle flight of the first Hispanic woman in space. ■

COMMUNITY MOBILIZATION FOR EDUCATIONAL EXCELLENCE

Community action is a key factor in involvement. Community mobilization, moreover, can take a special interest in the areas where some people...Businesses, churches, community groups, and even more than they do to encourage families to pursue their dreams...but if you want to succeed, it takes a

Parent and community involvement is an important element in raising education standards. In 1992, ASPIRA launched the Comarca's Mobilization for Educational Excellence (COMEX) campaign. It complements our programs by forging new relationships between Latino families and their communities and it augments COMEX programs in three ways:



Corpus Christi TOPS team members and mentors

TEACHERS, ORGANIZATIONS AND PARENTS FOR STUDENTS (TOPS) PARTNERSHIP PROJECT

The ASPIRA TOPS project is the commitment, dedication, and enthusiasm of teachers, counselors, and parents working together.

*Ramón Chávez
TOPS Coordinator, Corpus Christi, Texas*

ASPIRA TOPS was developed as a new response to extensive research that confirms the benefits of involving mentors and parents in helping school youth to stay in school.

Each student in TOPS is at the center of an education partnership consisting of teacher, a parent, and a counselor. With counseling assistance, the student determines his or her goals for a given school year, and each adult team member develops an action plan to help the student achieve these goals.

With a renewal grant from the Dole Foundation, Inc., ASPIRA operates TOPS projects in nine cities. ASPIRA Associates in Miami, Florida, Carolina Parent's Eco, and Corpus Christi are named as middle school sites in El Paso, and Corpus Christi, Texas. Four other sites are in collaborative efforts with the Longwood Foundation for Mont. Health Schools, the Future and schools located in San Antonio, Houston, Austin, and Dallas.

By the end of 1995, there were 12 TOPS parent teacher organizations. The following respect and trust between



ASPIRA TOPS team member in Puerto Rico

participating Latino parents and schools.

project funded by the U.S. Department of Education School Dropout Prevention and Transition Assystance Program. As part of the ASPIRA Associate sites in Miami, Gadsden, and Charlotte, participants will have TOPS teams in Florida and 26 in Puerto Rico. One site also is studying the impact of the TOPS model and its implementation on student performance and attitudes of team members. When completed, it is hoped that organizations will be able to use the study to replicate the TOPS model in their own areas. ■

HISPANIC OPPORTUNITIES FOR HIGH-PARENT EDUCATIONAL SUPPORT (HIGH-HOPES) PROGRAM

THIS TOPS provides direct outreach to parents to better support them in their

preparation as they choose a school for their children's admissions process.

ASPIRA TOPS	APFY	High-HOPES	Total
1,000	1,000	1,000	3,000
1,000	1,000	1,000	3,000
1,000	1,000	1,000	3,000
1,000	1,000	1,000	3,000

preparation as they choose a school for their children's admissions process.



Chicago APFY parents celebrate their graduation from the program.



ASPIRA: PARENTS FOR EDUCATIONAL EXCELLENCE (APEX)

We would like to see more parents involved. We want everyone to be together and it's a nice feeling for us. We didn't know quite what to expect.

FOUR COURSES WITH ENTERTAINING DISSECTING ILLUSTRATIONS

With support from the DeWitt Wallace Reader's Digest Fund, APEN creates ASPIRA's school interventions based on family-school partnerships and community-based leadership development into a comprehensive approach. The APEN Program trains parents to devise ways to promote school success for their children and helps them prioritize other priorities within their families. APEN completed its first year in July with sixty-eight parents.

and learning from the program in ASPIRA. As states of Illinois and Pennsylvania, the program produced two publications in Spanish and English. *The ASPIRA Workshops Series Manual*, and *Organizing and Working with Parent Groups*. They

used in the program and will be refined for widespread dissemination.

The Action Network will work with each of the first year parent graduates now training new groups of leaders in their communities. In this way, the circle of trained and committed Latino parent advocates continues expanding.

Results from the program were particularly striking in Chicago, where

local school council elections give parents the opportunity to be elected to the decision making boards of their children's schools. Ten parents who participated in the APEX Program through ASPIRA of Illinois now hold thirteen elected seats on Local School Councils, a Bilingual Committee, and a Chapter 1 Committee.

COMMENCING AND ENDING POINTS

For more info, call 895-ASPERA's Director of
Community Development service as
Chairperson of the National Coalition for
Parent Involvement in Education, an
all-star crew of senior staff representing over
43 national orgs, many of whom will play a
prominent role in education reform, all of whom
work to develop effective family-school
partnerships. She also played an active
role in the planning and execution of the
nation's first national conference on
community-based access programs
(Connected!) ensuring a big-profile role
for ASPERA in participation, conference
sessions, and activities.

www.oxfordtextbooks.co.uk

*Philadelphia parents
listen to ABC's
coordinate Pediatric
Parent during a
lunch break*

WORKING TOGETHER

Throughout 1993, many corporations, foundations and individuals invested their time and resources to assist ASPIRA efforts. They all joined us as partners to assist Puerto Rican Latino youth. A list of Juniors to the National Office is on page 25. In addition, several important collaborations were strengthened in 1993 to advance educational equity.

THE ASPIRA EDUCATIONAL TESTING SERVICE COLLABORATION

ASPIRA and the Educational Testing Service (ETS) continue the partnership begun in the eight year collaborative agreement reached by the two organizations in 1989. ETS works with ASPIRA to develop products and services to increase the effectiveness of both organizations to fulfill shared commitments to educational equity and access for Puerto Rican Latino students.

During 1993, ETS again hosted the successful ASPIRA/EPS four-day workshop entitled "Increasing Access to Postsecondary Education" for 35 new ASPIRA program counselors. All ASPIRA counselors have now received this training, which provides an intensive orientation to college counseling. This greatly enhanced the professionalism of ASPIRA's staff nationwide. For new counselors this is their first opportunity to meet peers from other ASPIRA offices. ETS also hosted a program evaluation workshop in October for approximately 15 ASPIRA staff and Board members from 31 ASPIRA Associates. To further

promote Hispanic access to postsecondary education, EPS provided course materials to the Association and sponsored a workshop on the Search program in Washington, DC, which was conducted by the ASPIRA National Office for Associate Office Directors.

ASPIRA staff currently serve on the Selection Audit Committee for the EPS director, National Assessment of Educational Progress and were involved in an EPS working group meeting on the National Learning Laboratory Initiative and the American Youth Policy Forum. ■

NATIONAL HISPANIC LEADERSHIP AGENDA

The National Hispanic Leadership Agenda (NHLA) is a nonpartisan coalition of major Hispanic organizations and prominent individuals throughout the United States. Its 45-member board unites most major populations, all geographic

and a range of political opinions and concerns. During 1993, ASPIRA's National Executive Director served as the Chairperson of the NHLA. In this capacity, she led a meeting between NHLA members President Clinton and Vice President Gore at the White House in June. In the coming months, up-raised the issues of high school completion of Hispanics to the Administration, education reform and health care reform. The NHLA issued two Report Cards on Hispanic Appointments documenting the dearth of such appointments in the Administration. ■

ASPIRA Board members
Mercedes del Valle
Robert Alston of
Trenton State College
and Eleanor Horne of

session for new
counselors



HISPANIC ASSOCIATION ON CORPORATE RESPONSIBILITY

The Hispanic Association on Corporate Responsibility (HACR) is a coalition of seven national Latino organizations, including ASPIRA, that seek to enhance the relationships between corporations and the Latino community. HACR meets with the officers of Fortune 500 companies to negotiate agreements to increase opportunities for Hispanics within the company and improve its relationship with the Latino community. In 1993,

ASPIRA conducted its *1992-93 Year in Review*. The report documents the number of Hispanic and executive directors of 1000 companies. ■

HISPANIC EDUCATION COALITION

ASPIRA is a founding member and currently co-chairs the Hispanic Education Coalition, an ad hoc coalition of major national Latino organizations in Washington, DC, and around the country which jointly promotes legislative and administrative initiatives on behalf of Latino youth. In 1994, the Coalition joined with the Congressional Hispanic Caucus to develop and promote amendments to the Elementary and Secondary Education Act. The Coalition presented a joint policy paper to the incoming Clinton Administration and Department of Education staff and provided comments on all major federal education initiatives. ■

BORDEAUX FERN CAMPAIGN

ASPIRA is a member of the Steering Committee of the campaign to mobilize Puerto Rican leadership at the local, state



Earl Montoya of NASA presents a plaque commemorating the ASPIRA banner being flown on the U.S. space shuttle

and national levels in defense of increased opportunities for Puerto Ricans. The eight member Steering Committee, representing the major Puerto Rican policy organizations, began planning a Leadership Summit for fall of 1994 and a march on Washington in spring of 1995. ■

CAPITAL AREA LATINO COALITION

ASPIRA is a founding member of this coalition of Latino social and educational organizations in the Washington, DC area that seeks to address the needs of the capital area Latino population. ASPIRA co-chairs the education committee. ■

OTHER COLLABORATIVE EFFORTS

ASPIRA strengthened and expanded its collaborative advocacy efforts by serving on the following boards and advisory committees:

ACCESS ERIC,
The Advocacy Institute,
American Association for the
Advancement of Science,
American Association of University
Women,
Asian Pacific Islander
Bell Multicultural High School
Bilingual Studies
Campus Outreach Opportunity League
(COOL)
Challenger Center
The College Board, National Hispanic
Scholars Program,
Congressional Hispanic Caucus
Institute
Congressional Hispanic Staffers
Association
Consumer Reports Television Zillions
TV Project
Educational Testing Service
Hispanic Association for Corporate
Responsibility
Hispanic Testing, Inc.
Hispanic Secretariat on Math, Science
and Technology Education

Hispanics in Philanthropy

Home School Institute
Institute for Social
and Economic Change
Latinos
Latino Advocacy Committee
Hispanic Affairs
Latino Council on Alcohol and
Tobacco
Library of Congress
Mid-Atlantic Equity Center
Mount Holyoke College
National Association of Child
Advocates
National Cancer Institute
National Center on Education in the
Inner City
National Coalition of Advocates for
Students
National Coalition for Parent
Involvement in Education
National Committee for Responsive
Philanthropy
National Council of Educational
Opportunity Associations
National Hispanic Leadership Agenda
National Institute on Drug Abuse
National Latino Communications
Center
National Science Foundation
National Testing
Public Events
Public Allies, The National Center for

Careers in Public Life

Quality Education for Minorities
NetworkSmithsonian Institution
Task Force on Latino Issues
U.S. Department of Education Office
of Education Research and
Improvement
U.S. Department of Education Office
of Education Office of Bilingual
Education and English
Language Acquisition
U.S. Department of Education Office
of Education Office of
Minority Education
U.S. Department of Health and Human
Services Head Start Program
U.S. Department of Health and Human
Services Office of Health and
Human Services
Assistance Health
Opportunity Program
U.S. Department of Health and Human
Services Office of Minority Health
U.S. Department of Health and Human
Services Office of Substance Abuse
Prevention
U.S. Department of Labor Women's
Bureau
U.S. Office of National Drug Control
Policy
U.S. Office of Personnel Management

BUILDING ORGANIZATIONAL CAPACITY

CAROLYN L. COOK, ASPIRA'S ASSOCIATES DIRECTOR

ANational Office is building the capacity of the ASPIRA Association to enhance the organization's mission and goals and enriches ASPIRA.

nd government relations, and informative publications

National Office to the Associates in 1993 included:

- Training staff through workshops focused with national programs offered by U.S. ASPIRA Plus



*Jose Rodriguez, ASPIRA of Illinois
Providence Rodriguez Floresca, ASPIRA
National Office; William Ramos, ASPIRA of
Florida; and Grant White, ASPIRA National
Office at an FTS sponsored workshop.*

Leadership Opportunities Program

- Providing continuous on-call technical assistance for program development and improvement
- Strategic planning support
- Leadership opportunities
- Opportunity Associates: electronic equipment from the Public Service Communications Corporation, science education kits from the Challenger Center for Space Science education, advertising for the Aeron Association from AT&T and the Bravo Group
- Disseminating weekly information on leadership opportunities
- News releases for national press
- Visits to the ASPIRA and ASPIRA Plus offices
- Working to secure support to Associates' TACs for strategic meetings by the National Office, leadership planning, Department of Education initiatives
- Meeting with Congressional offices to discuss Associates' issues
- National Office staff working with ASPIRA and others in ASPIRA and service areas in response to their needs
- The Association leadership

commitments to others, inc., the effectiveness of the National Office Director

- Responding to inquiries from communities interested in developing ASPIRA locally ■

Creating Awareness - Continued

- In partnership with the Office of English Proficient Children and parents in the reform process. To address the school reform issue more broadly, ASPIRA participated in the formation of a group comprising the necessary partnership of education, city government, and business.
- ASPIRA worked on the reauthorization of the ESEA and the second ESEA.

1993, submitting initial recommendations upon request to both the House and Senate and to the Department of Education. Last summer the office began working with the Congressional Hispanic Caucus and the Hispanic Education Coalition on the efforts to enhance access to quality education for Hispanic and other limited English proficient children. The most important of these recommendations have been included in the House version of the ESEA, including the full inclusion of limited English proficient children in Chapter 1 programs, the development of language-appropriate assessments and strengthened and expanded bilingual education programs. ASPIRA advocacy staff met with Education Department officials including the Secretary, Deputy Secretary, and Director of the Office of Bilingual Education and Minority Language Affairs to comment on their proposed legislation. ASPIRA's comments on the Administration's proposal were also solicited by the House and Senate Education Committees.

- ASPIRA worked to influence the School-to-Work Transition legislation in favor of disadvantaged and minority students. Staff met with members of the Departments of Education and Labor and with the staff of the House Education and Labor Committee. Amendments drafted in conjunction with the Hispanic Education Coalition were incorporated into the House bill. ASPIRA informed the community of this issue through an opinion column in the ESEA newsletter and an Issue Brief released to local community leaders through the ASPIRA network early in 1994.

- ASPIRA staff met a number of times with members of the Corporation for National and Community Service in the development of national service programs. Our comments on the proposed program were sent to congressional members and were widely distributed through two opinion columns in the news.
- ASPIRA was invited to present its views to the Chair of the Welfare Reform Task Force last fall and stressed the problem of dropouts in programs to help families exit from poverty.
- ASPIRA had worked intensively with other Latino organizations to promote an Executive Order on Education Excellence for Hispanic Americans since 1988. The new Order was signed by President Clinton on Feb. 22, 1993. In 1993, staff met with White House staff and submitted comments on all drafts of the Order. ASPIRA also provided recommendations and dates for the Executive Order Advisory Council.
- ASPIRA was active in a nationwide coalition to work with the Department of Education Office of Civil Rights recommending improvements to the Department's enforcement of civil rights for Latino, immigrant, and limited English proficient students.
- ASPIRA nominated over 50 Latinos for federal appointments and followed up with letters of support and meetings with Department Secretaries in conjunction with other national Latino organizations.
- ASPIRA co-sponsored a reception in August honoring the six Puerto Ricans who had been appointed to high level positions in the Clinton Administration. They included four "Aspirantes" ASPIRA alumni: Lillian Fernandez, Special Assistant to the President for legislative Affairs; Fe Morales Marquez, Deputy Assistant Secretary of the Treasury; Nelson Diaz, General Counsel; and Ada Alvarez, Director of the Office of Federal Interagency Oversight, both at the Department of Housing and Urban Development.
- As a way of legislators from states ASPIRA worked with who sat on

as well as committees received
interests, news, and other publications
and news of the Association's work.
Cognitively advocacy is carried out in
accordance with regulations governing
Regulation 31 (see Exhibit 1) and is
ethics, always non-partisan. ■

A broad range of nearly 90 funded
activities received notice in ASPIRA's
activities and publications, enhancing
ASPIRA's recognition as a leading voice
for Latino education issues. Six press
announcements were released to media
around the country, as well as two opinion
columns distributed through the Los
Angeles Times Syndicate.

National press coverage included the
following:

National Office staff are quoted
in the *Savannah News Press*,
Hispanic Link Weekly Report and
Hispanic magazine discussing
Hispanic poverty and the lack of
education program
in the *The Miami Herald El Nuevo*.

Herald Tiempo Las Americas,
*Hispanic Link and The Criminal
Justice* announcing that the National
Hispanic Leadership Agenda was
giving the President a grade of C
on Hispanic high laws.

in *Educator Week* discussing the
national debate on opportunity to
learn standards for students

in the *Hispanic Link* calling for the
fiscal reform's same input in the debate
about new forms of state organized
vesting

in *The Justice Journal* discussing the
press and crisis of school violence
in *Hispanic Magazine* discussing
the new Hispanic baby boomers
in *Hispanic Business* describing the
U.S. Puerto Rican community's

reaction to the potential reversal of
current environmental
policy in Puerto Rico,

in *Diario Las Americas* criticizing
the fiscal reforms being used in the
NAFTA debate

in the Family Resource Center
newsletter in an article highlighting
APEX as a model program

TESTIMONIES/PRESENTATIONS

4. Remote presentation by
Janice Petrovich at the Mount
Holyoke College Latina Alumnae
Conference (April 1993).

Opportunity to Learn testimony by
Elizabeth Weisz-Ramirez before the
National Governors' Association
(May 1993).

5. Testimony by Elena Pell at the
American Educational Research
Association Annual Conference (May
1993).

6. Testimony by Elena Pell at the
Second International Conference on
Schools, Families, Communities and
Children's Learning (May 1993).

7. Testimony by Elena Pell at the
Connected Conference (June 1993).

8. Hilda Crespo
at the Association of Science and
Technology Centers Conference
(June 1993).

By Hilda Crespo
at the National Action Council for
Minorities in Engineering Conference
(June 1993).

9. Hilda Crespo
before the Teacher Leadership Corps
of the Quality Education for
Minorities Project (June 1993).

10. Testimony by Elizabeth Weisz-Ramirez
at the Leadership 1993 conference
(July 1993).

11. Hilda Crespo
at the NASA Educators Conference
(July 1993).

12. Testimony by
Hilda Crespo at the NOVA University
Summer Institute (July 1993).

Janice Petrovich to the Defense
Mapping Agency (September 1993).

13. A workshop presented by
Hilda Crespo at the NCFOA Annual
Conference (September 1993).

panel presentation by Elizabeth
Weisz-Ramirez at the
Washington Health Leadership
seminar (October 1993).

testimony by Hilda Crespo before the
U.S. Senate Special Committee on
Aging (September 1993). ■



EPIT National Intern
with Debra Minter
Emergency Staff
Director, Marine Cultural

Not long ago, fifteen families occupied

- In Massai, & more Magazine*,
biographical profile of Janice
Petrow, CL and a description of the
history and work of ASPIRA
in Foundation News, a review of
ASPIRA
in Money For Kids Magazine, a
description of org programs.
host a variety of national youth
programs.

Chronicle of Philanthropy in
an article commending ASPIRA as
an organization with a long
standing commitment to serve young
people from low income and
minority backgrounds".
in The book of Philanthropy in
the U.S.A.

For instance, as an organization which is working successfully to improve socio-economic conditions within its community, it can offer an *Extra*-description as the first APIX parents' graduate ceremony. In College Board's excerpts of ASPIRA's new parent guide, we find a suggestion:

"It's Spanish Business," is a describing national Institute of Vocational organizations.

In addition to its publications and dissemination services, ASPIRA's office of policy makers, educators, and community leaders around the country, a fact sheet entitled *The State of Hispanic Education: 1993*, an Issue Brief entitled *School Finance: Many Questions, Few Answers*, and publications have been in great demand. New publications announcements regularly appear in news outlets around the country. ASPIRA's publications are also included in the Education Resources Information Center (ERIC) and the National Cataloguing Service Bibliography, *Education*.

Finally, the ASPIRA Institute for Policy Research continues to publicize accomplishments of the entire Association through the publication of quarterly newsletter *ASPIRA News*. Each issue of the newsletter reaches an average 3,000 individuals in national policy makers, educators, Hispanic professionals, corporate leaders, and media representatives.

PUBLICATIONS

Making the Most of Your Child's Education: What About College Admissions by H. III

Serious Literature Main Questionnaire (Version 8.0) - K-12
© 2010 by WestEd, A Division of ETS

Reading the Texts: The State of Hispanic Education in 1993 at the
University of Texas at Austin, 1993.

The Future Education Agenda: The Case of the United States

INFRA-RED Vol. 6 No. 1 Vol. 7 No. 2 1963 W. S. Kamm
© 1963 by the AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

PLANNING FOR THE FUTURE

A solid organization is sound, but it must be encouraged and funded, to intensify its efforts and to adapt to the challenges of the new decades. This article outlines ASPIRA's planning for the future.

ASPIRA's planning

ASPIRA's Strategic Plan: A Five-Year Vision



TOPN partner Warren Holzman (far left) of the Hogg Foundation for Mental Health poses with visiting Connecticut students and ASPIRA staff.

Since 1988, ASPIRA's leadership has embarked on a series of yearly activities designed to meet the needs of Latino youth.

In the future course of our forty-two year old organization, Meetings and Leadership retreats have achieved greater organization, cohesion and consensus around common goals.

ASPIRA's Educational Testing Service (ETS) - The 1993 leadership retreat focused again on ETS. Toward ASPIRA directors discussed and

implemented mechanisms to increase the effectiveness of the National Board of Directors.

ASPIRA has used four pillars to meet the challenges facing us. One of the most prominent national Latino organizations we gave the responsibility to increase our efforts in advocating for policies that remove barriers to the education and advancement of our youth. Over the years ASPIRA has developed a unique process and an array of educational and leadership development models. We have learned much from these initiatives but we can share with others. We must increase our efforts to disseminate the

Jan. 1, 1993 to Dec.
31, 1993

ASPIRA NATIONAL OFFICE

CONTRIBUTORS

For their time, energy, and generous contributions, we thank each of our 1993 donors.

\$100,000 or more

Borden Foundation Inc.
Carmelite Corporation of New York Inc.
The Ford Foundation

Bank of Hunt-Pruessons

\$50,000 - \$9,999

Philip Morris Companies

\$20,000 to \$49,999

American Bus Lines Companies Inc.
Aetna Foundation

\$10,000 to \$1,999

Chris Brown Foundation
Futura Corporation
Hewlett-Packard Company
IBM Corporation
Compucom Company Inc.
National Science Foundation

\$1,000 to \$9,999

First & Myers Securities Inc.
General Hospital Foundation
Gwinnett Federal Credit Union
Gateway Computer

Education Association

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Health Sector

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Rafael González

Human Resources

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F. P. MUÑOZ
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José Pérez-Sánchez
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Academy
National Education Association
National Education Standard
Mari Pérez
Maria Pineda
Part 5 Service Telephone Centers

Information Sector

Rafael Zepeda



Bob Best, Toyota USA Foundation and Former ASPIRA Chairperson José Matos, a congratulatory National Intern Ivry Santa

ARTHUR ANDERSEN & CO

REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Board of Directors of
ASPIRA Association, Inc., National Office

We have audited the accompanying balance sheets of ASPIRA Association, Inc., National Office (the "Association"), as of June 30, 1993 and 1992, and the related statements of (1) support revenue, expenses and changes in fund balances, (2) cash flows, and (3) functional expenses for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association as of June 30, 1993 and 1992, and the results of its operations and its cash flows for the years then ended, in conformity with generally accepted accounting principles.

Arthur Andersen & Co.

Washington, D.C.
September 7, 1993

ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

BALANCE SHEETS

AS OF JUNE 30, 1993 AND 1992

ASSETS

	Unrestricted Fund	Restricted Fund	Totals	
			1993	1992
ASSETS AS OF JUNE 30:				
Cash and cash equivalents	\$ 542,047	\$ — —	\$ 542,047	\$ 540,155
Prepaid expenses	— —	625,790	625,790	598,075
PROPERTY AND EQUIPMENT				
Federal government (Note 2)		77,754	77,754	85,555
Other assets		— —	— —	315
Other	23,714	— —	23,714	25,700
TOTAL CURRENT ASSETS	\$ 964,558	704,710	\$ 1,669,268	\$ 1,165,730
PROPERTY AND EQUIPMENT				
Less accumulated depreciation	72,729	— —	72,729	60,311
Less allowance for depreciation	— —	— —	— —	— —
NET PROPERTY AND EQUIPMENT	22,852	— —	22,852	1,253
TOTAL ASSETS	\$ 947,210	\$ 704,710	\$ 1,669,268	\$ 1,165,730

LIABILITIES AND FUND BALANCES

	Unrestricted Fund	Restricted Fund	Totals	
			1993	1992
ASSETS AS OF JUNE 30:				
Accrued payable and other expenses	\$ 17,290	\$ — —	\$ 17,290	\$ — —
In Unrestricted Funds	17,290	— —	17,290	— —
Accrued payroll and reserve (Note 2)	18,907	85,394	104,211	47,258
In Restricted Funds	18,907	85,394	104,211	47,258
Total Accrued Expenses	36,207	85,394	121,601	47,258
INVESTMENTS				
Total Fund Investments	\$ 195,503	460,369	\$ 655,872	\$ 513,614

STATEMENTS OF SUPPORT, REVENUE, EXPENSES AND CHANGES IN FUND BALANCES

FOR THE YEARS ENDED JUNE 30, 1993 AND 1992

	Unrestricted Fund	Restricted Fund	Totals	
			1993	1992
SUPPORT AND REVENUE				
Program services				
Grants	\$ 290,000	\$ 785,964	\$ 1,075,964	\$ 292,415
Product placement	— —	305,002	305,002	46,101
Total Program Services	\$ 290,000	1,190,966	\$ 1,482,966	\$ 358,516
Fundraising				
Fundraising activities	— —	— —	— —	— —
Marketing	15,800	3,466	16,266	3,466
Total Fundraising	15,800	3,466	16,266	3,466
Other support and revenue	960,501	2,213,617	3,174,118	2,471,518
TOTAL SUPPORT AND REVENUE	\$ 1,456,301	4,099,087	\$ 5,555,388	\$ 5,301,490
EXPENSES				
Program services				
Grants	411,703	41,383	453,086	26,488
Activities	303,852	303,852	303,852	31,231
Total Program Services	715,555	71,735	\$ 787,290	\$ 57,719
Fundraising				
Fundraising activities	— —	— —	— —	— —
Marketing	16,266	3,466	16,266	3,466
Total Fundraising	16,266	3,466	16,266	3,466
Other expenses	1,000	— —	1,000	— —
TOTAL EXPENSES	\$ 748,821	75,205	\$ 824,026	\$ 53,631
SUPPLEMENTARY INFORMATION				
NET ASSETS, beginning of year	\$ 1,165,730	406,160	\$ 1,571,890	\$ 1,165,730
NET ASSETS, end of year	\$ 1,006,501	500,980	\$ 1,507,481	\$ 1,006,501

The accompanying notes are an integral part of these financial statements.

ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED JUNE 30, 1993 AND 1992

STATEMENTS OF FUNCTIONAL EXPENSES

FOR THE YEARS ENDED JUNE 30, 1993 AND 1992

1. ORGANIZATION AND PURPOSE:

The ASPIRA Association, Inc., National Office (the "Association"), was incorporated on November 20, 1968, in New York State. The Association was organized to promote the welfare and development of Puerto Ricans and other Latinos in the United States and Puerto Rico. The Association is a nonprofit organization.

The principal aim of the Association is to develop and expand the educational and creative opportunities and capabilities of Latinos by establishing the means necessary to motivate and orient Latinos to develop their leadership potential and enter or continue their education in the professional, artistic and technical fields.

The Association has associate organizations in New York, New Jersey, Illinois, Pennsylvania, Puerto Rico, and Florida and an affiliate in Connecticut (the "Associates"). The Associates are separate legal entities, and their financial activities are not included in these financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Contributions and Grants—The Association receives funding for its programs from foundations and corporations as well as from Federal grants. Major foundation and corporation support is obtained from the Ford Foundation, Carnegie Corp. of America, Inc., and Toyota. Federal grant support comes from the U.S. Department of Health and Human Services, and Education.

Contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Revenues related to federal grants and restricted contributions are recognized to the extent that eligible expenses are incurred. Funds received in excess of expenses are designated for use in future periods, and are recorded as deferred support and revenue. The expenditures of grants are restricted to approved budget purposes. The Association subgrants funds to its Associates. The amount of subgranted funds due to Associates at year-end are presented in the accompanying financial statements.

Cash—The Association maintains bank accounts in which monies are pooled for both restricted and unrestricted use. Accountability for cash is maintained by a series of interfund receivables and payables which reflect the cash available to each Fund.

Cash Equivalents—The Association's cash equivalents consist of certificates of deposit recorded at cost which approximates market. These certificates of deposit have maturities of less than three months.

Property and Equipment—Property and equipment is recorded at cost. For financial reporting purposes, depreciation is provided by the straight-line method using lives of five years. Expenditures for maintenance and repairs are charged to expense; betterments and major renewals are capitalized. Upon retirement or sale of assets, the cost of the asset disposed of and the related accumulated depreciation are removed from the accounts, and any resulting gain or loss is credited or charged to income.

3. PENSION PLAN:

The Association has a defined contribution pension plan covering salaried employees with at least six months of service. This plan was adopted on January 1, 1989. The Association contributes 5% of the participant's compensation. Vesting of the Association's contributions occurs after three years of employment or upon early retirement. Contributions by the Association were \$21,692 in 1993 and \$18,011 in 1992.

4. INCOME TAXES:

The Association is exempt from Federal income taxes under provisions of Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has determined that the Association is a publicly-supported entity.

5. RESTRICTED ENDOWMENT:

The DeWitt Wallace Readers Digest Endowment Fund (the "Endowment Fund") is to be maintained as a Restricted Endowment Fund. The principal is to be held in perpetuity under the following conditions:

- Income may be expended for the general programs of the Association, provided, however, that in no event will any of the income be used for fund-raising or capital improvement projects.
- The principal of the Endowment Fund may not be transferred to another institution by merger, consolidation, liquidation, or dissolution. In all such events and in the case of bankruptcy or receivership of the Association, the Endowment Fund will revert to Community Funds, Inc., the third-party custodian which maintained custody of the Endowment Fund prior to remitting it to the Association in accordance with the terms of the founding document, which will, in consultation with the original donor of the Endowment Fund (DeWitt Wallace Fund, Inc.), designate another beneficiary of the Endowment Fund.

The original carrying value of the Endowment Fund was \$504,825. The current Endowment Fund balance of \$460,899 reflects recorded cumulative unrealized losses. The Association reports the investments at market value in these financial statements. At June 30, 1993, the market value of the Endowment Fund was \$626,790. At June 30, 1992, the market value of the Endowment Fund was \$556,875. The unrealized gain is recorded as unrestricted other income in the statement of support, revenue, expenses and changes in fund balances.

6. OPERATING LEASES:

The Association leases office space and equipment under operating lease agreements which expire through 1996.

Minimum lease payments for the years ended June 30 are as follows:

1994	\$ 95,912
1995	92,193
1996	45,293
	\$233,398

Rent expense for the years ended June 30, 1993 and 1992, was \$97,954, and \$85,780, respectively.

ASPIRA

National Board of Directors

As of April 1, 1994

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ACTING CHAIRPERSON
 Attorney-at-Law
 Jaime R. Santana & Associates
 Chicago, IL

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***Chali Roché García, Esq.**
 Chairperson, ASPIRA de Puerto Rico
 Attorney
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